

**GUJARAT VIDYAPITH, AHMEDABAD**



# **A Case Study of the Saksharta Abhiyan**

Spot-Assessment

by

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**ADULT EDUCATION RESOURCE CENTRE FOR GUJARAT**

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## FOREWORD

Saksharta Abhiyan was launched by Gujarat Vidyapith in collaboration with over 1000 voluntary agencies of Gujarat from May 1, 1988 for 90 days in its first round. Rapid Literacy Campaign is an innovative experiment undertaken by the Saksharta Abhiyan Co-ordination Committee of voluntary agencies of Gujarat. In the first two rounds 557 voluntary agencies were actively involved and 1,62,159 volunteers successfully imparted literacy to 5,15,918 adult illiterate men and women in over 1400 Villages. Women actively participated as volunteers as well as the learners. Posters and processions contributed to creating encouraging and conducive environment for mass literacy campaign. The first round was over by 15th June 1988 and second by 15th November 1988. This has proved a vibrant and conscientious programme of mass literacy.

The responses and reactions of all those involved as volunteers, learners and organisers are positive and encouraging as it appears from the first impressions.

Dr. C. L. Kundu, who is an eminent authority on Adult Education, Dean, Faculty of Education, Kurukshetra university as well as National Scholar of the LIGC, undertook on the spot evaluation by visiting learners and observing himself their learning process. He directly communicated with them. Here is Dr. Kundu's assessment of the efficacy of the Saksharta Abhiyan method which is acquiring its own indigenouness.

We are grateful to Dr. Kundu for his observations and findings. We hope this study will be welcomed by all those engaged in Saksharta Abhiyan.

**Ramlal Parikh**  
Vice-chancellor





## A SUCCESS STORY

### AHMEDABAD EXPERIENCE WORTH EMULATION

Although the news from adult education front has been unremittingly bleak and the Mass Literacy progress has not, so far, left a deep and sound impression upon the minds of the people, yet I'm much optimistic after having observed the Mass Literacy Campaign of Gujarat Vidyapeeth, Ahmedabad by undertaking intensive case studies of the selected learners which has given me hope to leaven my despair. The campaign undertaken seems to be assured of success. The will of leadership enforced by the institutional power can work wonders. It can transform the social fabric and invent a new future. The campaign has been clearly articulated and oriented towards the people, especially target groups, by taking literacy to their **door-steps**.



### CROSSING AND NESTING TECHNIQUE OF ADULT LITERACY

Nirmalaben (22 years), Ratanbai (23 years),  
Gouribai (25 years), Suman (16 years) and  
Chhaya (25 years) with Instructor.



This strategy seems to be a combination of both **symbolic** and **structural**. The will to act and to succeed can in itself generate innovation that may help those concerned to rise even in the absence of infrastructures, lack of technical capacities and scarcities of material resources.

The sample case studies conducted by me of the literacy centres of Ahmedabad city which received functional literacy in 90 hours at an average rate of 3 hours a day by volunteers who took literacy to their **door-steps** instead of requiring learner to come to literacy centre convinces me that Mass Literacy programme can create a new social hope by creating an environment conducive to effective and meaningful implementation of the National Literacy Mission. The implication is that National Literacy Campaign can be considered as a moral equivalent to the '**long march**'.

The case-studies of Nirmalaben (22 years), Ratanbai (23 years), Gouribai (25 years), Suman (16 years) and Chhaya (25 years) in a locality known as 'Vasana' a suburb of Ahmedabad city have indi-



COLLECTIVE MOMENTUM



cated that although selective strategies designed to assist particular groups and focussing on certain specific development may have remarkable results, nevertheless it can also be achieved by systematic campaign directed at all sectors of the population and generate a truly **collective momentum**.



The case-studies indicate the effectiveness of the entire Mass Literacy programme and may serve as a guideline for rapidly increasing the literacy level of population and thereby speeding the transition from an illiterate to literate society.

In all the case-studies the traditional synthetic method of teaching reading was used by volunteers. First, letters and sounds were taught; these were combined into syllables; syllables were combined into words and words into phrases and sentences. A new method of teaching the alphabet had been pioneered and practised. By this method it took only a month to teach what had previously required five to six months.





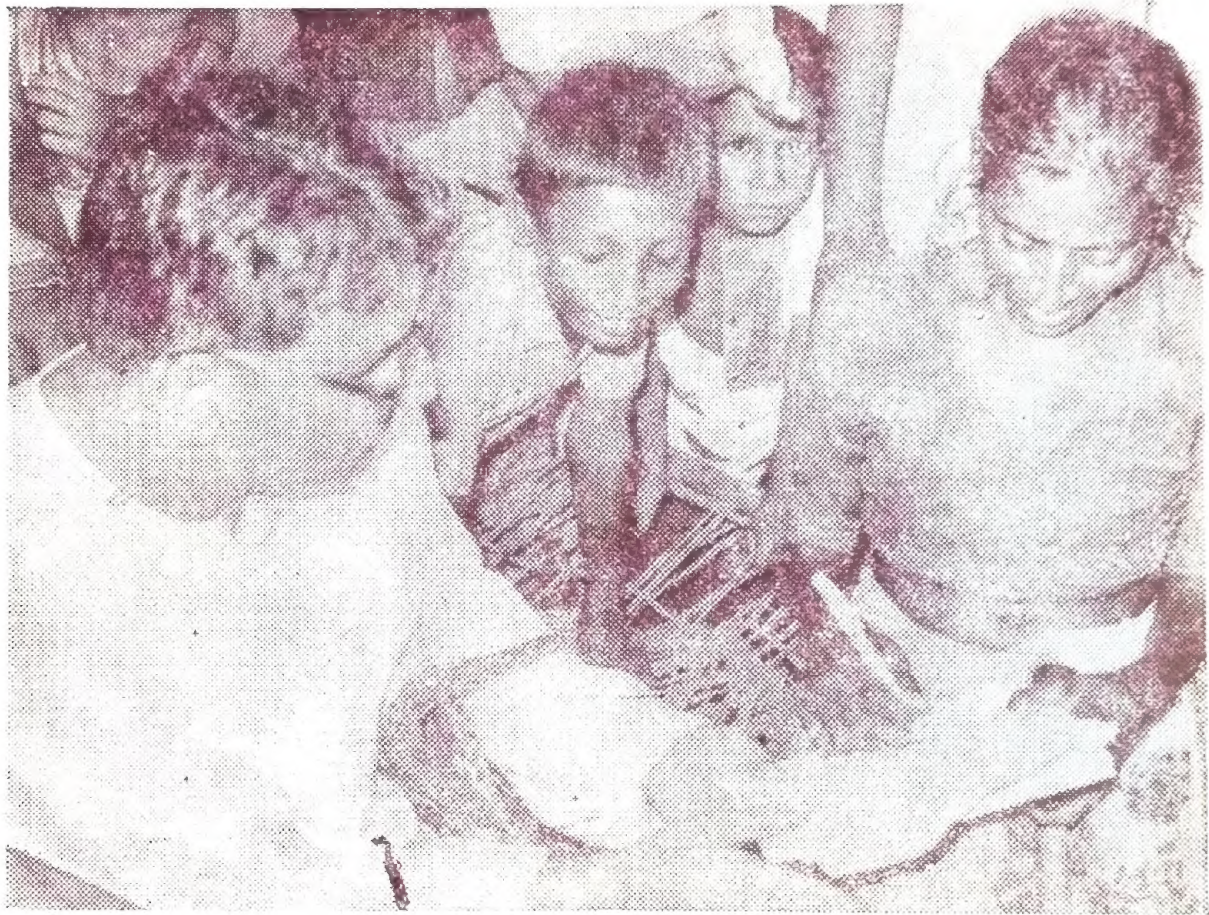
My analysis of the study shows that within 90 hours of literacy programme a person was able to write 80 per cent words correctly from dictation, read a printed text, and read numbers upto 3 digits. To be declared literate, a person has to be able to read both print and written script, read and write (dictation), numbers upto 4 digits, etc, yet I feel that the learners who have been studied intensively have been mobilized and motivated to learn using media and message touching the hearts and souls of people serving as epitaphs for the past they are glad to put behind and as signposts for the future to which they aspire.





The case-studies indicated that all the cases had gone through the task analysis of **signal, chain, multiple discrimination, concept and principle learning structures**. Initially, signal learning has been used in order to make aware the adult learner about new concepts, definitions or new vocabulary in mother-tongue. Different techniques like establishing continuity, control-practice, rehearsal and reinforcement were kept in mind. In the case of Gouri and Nirmalaben chain learning was also noticed. Even in the case of other studies multiple discrimination was evident. Concept learning involving generalization was also evident in the case of a few.





TRADITIONAL SYNTHETIC METHOD OF TEACHING





### TASK ANALYSIS

While evaluating, my evaluation is that all the cases, before attending the classes, did not have any knowledge of any alphabet and numbers but after attending the literacy centres and exposure to the learning packages developed by Resource Centre, Gujarat Vidyapeeth majority of the cases was able to read and write small sentences and could solve small numerical problems. In the case of 30 percent of the learners, the score was the highest on all the **criterion test** developed while investigating the case-studies.

On the spot observation of other centres which was a part of the evaluation of the Mass Literacy programme of the Gujarat Vidyapeeth, Ahmedabad, astonishingly revealed that: (i) the learners could successfully perform the simple mental ability test; (ii) they could





write answers to the questions put to them; (iii) they wrote names, in short, successfully; (iv) they performed excellently in writing the gist of the important news of that day from the newspaper shown to them; and (v) they had been able to solve simple numericals from the four fundamental functions.



### PERFORMANCE

To sum up, literacy campaign has to be institutionalised with larger educational, economic, political, developmental and cultural programmes to facilitate long-term survival. Gujarat Vidyapeeth, Ahmedabad has given a direction which is worth emulating by all those who are engaged in this task of national reconstruction. All that is needed is the will to commitment and action.

—**Dr. C. L. Kundu**

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